DOCUMENT RESUME

ED 050 034 SP 004 902

TITLE	Performance-Based Teacher Education: An Annotated Bibliography.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE	71
NOTE	37p.
AVAILABLE FROM	American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036 (free, single copy only)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, Attitudes, Evaluation Methods, Individualized Programs, *Performance Criteria, Teacher Associations, *Teacher Certification, *Teacher Education, Teacher Education Curriculum, *Teacher Evaluation

ABSTRACT

This 102-item annotated bibliography lists documents and journal articles published between 1967 and 1970. Citations are grouped under six categories or problems. The first section lists documents describing the characteristics of actual or proposed programs of performance-based teacher education. The second section contains items related to certifying teachers on the basis of performance, and the third section contains a selection from the literature on defining teacher competence. The basic elements of a performance-based curriculum are described in the fourth section, while the fifth deals with measuring the degree to which performance objectives are achieved and cites sources of information about specific assessment techniques. The sixth and final section lists documents indicating the attitude of teacher organizations toward performance assessment. (RT)

ED050034

PERFORMANCE-BASED TEACHER EDUCATION:

ANNOTATED BIBLIOGRAPHY

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prepared by the
AACTE
Committee on Performance-Based
Teacher Education

May 1971

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036

SP004902

The AACTE gratefully acknowledges the contribution of Youra Qualls, chairman of the department of English at Tuskegee Institute, Tuskegee, Alabama, and that of Donald M. Medley, professor of education, School of Education, University of Virginia, Charlottesville. Dr. Qualls and Dr. Medley, together with Dr. Charles B. Reed of the AACTE staff, spearheaded the efforts of the Committee on Performance-Based Teacher Education to provide the education community with a preliminary bibliography on the subject of performance-based teacher education.

The Association is indebted to all the members of the Committee--their names appear at the end of this publication--who all too often labor without recognition.

Without the significant contributions of Lorraine Poliakoff and Dorothy G. Mueller, members of the ERIC Clearinghouse on Teacher Education, this bibliography would not have been accomplished.

We thank them all.

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INTRODUCTION

Education circles have evidenced growing interest in performance-based teacher education. A number of state departments of education have expressed a desire to certify teachers on the basis of demonstrated performance instead of evidence of preparation. A number of colleges and universities are experimenting with performance-based preparation programs. The potential impact of such action on teacher education would seem to signal the need to be informed about performance-based teacher education.

In August of 1970 the American Association of Colleges for Teacher education launched a project to clarify the notion of performance-based teacher education and to assist institutions and agencies interested in operating such programs. This was funded by the Bureau of Educational Personnel Development of the U. S. Office of Education as the national component of the Texas Trainers of Teacher Trainers Performance-Based Teacher Education Project.

The project committee recognized an early priority: the need for a preliminary bibliography, if only to answer the many requests for information on the subject that poured into the AACTE offices.

While the AACTE committee is presently at work gathering and sifting data on which to base a comprehensive report, the present bibliography is meant to offer some immediate help. It is hoped the annotations provided will enable the reader to locate information pertinent to his particular problems. To aid him, the bibliography has been grouped under six categories or problems. Before a college or department can arrive at sound decisions about adopting a performance-based preparation program, it would obviously need to come to grips with these problems.

The first is to define performance-based teacher education and to identify the essential characteristics of such a program. So the first section of the bibliography is devoted to the definition of performance-based teacher education. It lists several documents describing such programs, either actual or proposed, and a few reports of their empirical tryout.

The second section of the bibliography contains items related to certifying teachers on the basis of measure of performance instead of evidence of preparation and the attendant potential impact on teacher education.

The central problem in planning a performance-based program is specifying the nature of competent performance and, accordingly, the bibliography contains a selection from the vast literature on defining teacher competence which includes both empirical and non-empirical approaches.

Once program objectives have been defined, the problem of designing a curriculum to produce such competencies arises. The basic elements of such curricula, usually called modules, are described in the fourth section, as well as items likely to be adopted as parts of modules such as microteaching, simulation, and systems for analyzing teacher behavior.

The fifth section deals with measuring the degree to which performance objectives are achieved and cites sources of information about specific techniques for assessing teacher performance. References to rating devices and to more objective instruments for assessing teacher competence in process and teacher competence in terms of effects on pupils are included.

It becomes apparent that this new approach to teacher education will involve much closer collaboration with other institutions and groups, although relatively little attention has been given to the problems involved in such collaboration as yet. But some teacher organizations have issued documents discussing the question and a number of these are listed in the sixth and final section of the bibliography.

The Committee recognizes the need for further work on a complete bibliography and conceived of this as a "stop-gap" measure.

Karl Massanari
Associate Director, AACTE

PERFORMANCE-BASED TEACHER EDUCATION: WHAT IS IT?

Briet, Frank, and Butts, David P. "A Comparison of the Effectiveness of an In-service Program and a Preservice Program in Developing Certain Teacher Competencies." Paper presented at the National Association for Research in Science Teaching meeting, Pasadena, California, February 1969. 15pp.

ED 028 069. EDRS price: MF-$0.65; HC-$3.29.

The study reported in this paper compares gains made by preservice and in-service teachers after completing a course to improve their knowledge of science processes, their facility to cope with a more child-centered environment, and their attitudes toward the curriculum innovation "Science--A Process Approach." Significant gains were made in the first two areas.

Butts, David P., and others. A Personalized Teacher Education Professional Program. Report Series No. 54. Austin: Research and Development Center for Teacher Education, August 1970. 67pp.

ED 046 908. EDRS price: MF-$0.65; HC-$3.29.

Although this description of a program, in operation since 1968, focuses on the personalization of teacher education, it also refers to other program aspects, such as skills practiced and videotaped lessons. Program evaluation, planned for 1971, will measure changes in behavior in current and previous graduates.

Cooper, James M. "A Performance Curriculum for Teacher Education." Second Annual Florence B. Stratemeyer Lecture presented at American Educational Research Association annual meeting, Chicago, Ill., February 16, 1967. 24pp.

ED 030 590. EDRS price: MF-$0.65; HC-$3.29.

This speech on a performance curriculum for teacher education stresses the teacher trainee's need of specific skills to make a successful transition from theory to practice. Advantages of the curriculum, such as focused evaluation and practice in deciding when to use different skills, are mentioned. Outlines of Stanford University's general and foreign language curricula and criteria for two skills are included.

Ricker, Kenneth S., and Hawkins, Michael L. Reactions of College Students to a Science Education Proficiency Module. Athens: College of Education, University of Georgia, 1969. 26pp.

ED 040 928. EDRS price: MF-$0.65; HC-$3.29.

Reported is an investigation into the feasibility of using proficiency modules (PMs) to instruct elementary science education students (N=17). Each student received a PM, consisting of performance behaviors and learning activities, and a laboratory handbook. Student reactions were all positive; 15 students completed all activities; and individual differences were accommodated.

Ricker, Kenneth S., and Hawkins, Michael L. Testing a Science Education Proficiency Module with College Students. GEM Bulletin 69-12. Athens: College of Education, University of Georgia, 1970. 13pp.

ED 042 695. EDRS price: MF-$0.65; HC-$3.29.

This bulletin reports the second feasibility study of a proficiency module which allows students to select learning activities for acquiring specific competencies. Results include significant change in student performance, positive reaction to the mode of instruction, preference for laboratory practicum activities, and selection of different combinations of activities to achieve the same objectives.

Ryan, Kevin A. A Plan for a New Type of Professional Training for a New Type of Teaching Staff. Washington, D. C.: National Education Association, National Commission on Teacher Education and Professional Standards, February 1968. 12pp.
Publisher's Price: single copy free; quantity price on request.

ED 029 810. EDRS price: MF-$0.65; HC-Not available.

The Commission takes the position that instruction in specific teaching skills should supplement teacher education curricula. Performance in such skills would become one of the criteria for advancement in preservice education and later for position on a differentiated staff (which would require, in turn, in-service education for skill specialization and specification).

Shearron, Gilbert F., and Johnson, Charles E. A Prototype for a Competency-Based Proficiency Module. GEM Bulletin. Athens: College of Education, University of Georgia, 1969. 12pp.

ED 042 693. EDRS price: MF-$0.65; HC-$3.29.

This design model for a proficiency module (PM) illustrates the kinds of learning experiences that might be available in a PM for one small part of the teacher education professional sequence. It includes general directions, list of prerequisites, preassessment instructions, lists of general performance specifications and supporting behaviors, lists of learning procedures, activities, and resources, and postassessment instructions.

University of Washington, College of Education. New Directions in Teacher Education. Seattle: the College, February 1970. 14pp.

ED 645 547. EDRS price: MF-$0.65; HC-Not available.

Described in this booklet are eight University of Washington teacher education projects in operation during the 1969-70 school year. They sought to develop and test various performance-based, field experience approaches as well as a management system in which the University and cooperating school districts provided released time for selected school personnel to serve as managers.

Weber State College. A Proposal to the Carnegie Corporation of New York for Developing an Individualized, Performance-Based, Teacher Education Program. Ogden, Utah: the College, 1969. 24pp.

ED 040 139. EDRS price: MF-$0.65; HC-$3.29.

The mode of instruction in this proposed program is the self-instructional learning kit. It focuses on a single concept and takes from 10-30 hours to complete. The student, who is expected to acquire self-instructional skills, progresses from the study of principles to microteaching and supervised classroom application. Program evaluation is anticipated for 1971.

PERFORMANCE-BASED TEACHER CERTIFICATION

Allen, Wendell C., and others. "Performance Criteria for Educational Personnel Development: A State Approach to Standards." Journal of Teacher Education, 20:133-35; Summer 1969.

The authors relate Washington's new direction in state standards. Pilot programs begun in 1968 are based on the principle that performance-based, individualized, continuing teacher education is the responsibility of colleges, schools, and professional associations. Among criteria for program approval is agreement among the three agents on program substance and agent roles.

Andrews, Theodore E. "Certification Reform: The Search for 'Better Folk'. "New York State Education," 57:17-19; February 1970.

The author capsules the recent (October 1968) shift in New York certification requirements from course credit accumulation to teacher competence, measured objectively by persons closely associated with the teacher.

Andrews, Theodore E. New Directions in Certification: Washington. Denver: Improving State Leadership in Education Office, September 1970. 79pp.

ED 043 796. EDRS price: MF-$0.65; HC-$3.29.

The author describes and interprets the proposed new certification standards of Washington, which state that certification should be based on performance and that preparation and career development should be individualized, continuing, and cooperatively managed. Also discussed are the historic development and controversies of the standards. The fourth draft of the standards is appended.

Bruno, Louis, and others. Statement of Standards for Preparation of School Professional Personnel Leading to Certification. 4th draft. Olympia: State of Washington, Superintendent of Public Instruction, April 1968. 22pp.

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These standards, written for the consideration of the State Board of Education, center around relating teacher preparation and evaluation to performance in professional roles and enlarging the responsibility for teacher education to include schools and professional agencies. A planning sequence for those wishing to implement the standards is detailed.

Daniel, K. Fred. "Performance-Based Teacher Certification: What Is It and Why Do We Need It?" Paper prepared for a training program for teacher education leaders, May 19-22, 1970, Miami Beach. May 19-22. 10pp.

ED 045 551. EDRS price: MF-$0.65; HC-$3.29.

The author argues that teacher certification should be based on a demonstrated ability to teach because it makes sense and improves the self- and public image of teachers. His report on Florida's approach to performance-based certification focuses on state and local cooperation and the little change required in state administration and Florida law.

Stiles, Lindley J. "Certification and Preparation of Educational Personnel in Massachusetts." Phi Delta Kappan. 50:477-80; April 1969.

Summarized in this article are recommendations made to the Massachusetts legislature (1969) about teacher certification. Key concepts are a) differentiated staffing (with separate licenses for interns, associate teachers, professionals, and specialists), b) evaluation in terms of demonstrated knowledge and performance, c) improved clinical practice, and d) cooperation among educational groups.

Stiles, Lindley J., and others. Teacher Certification and Preparation in Massachusetts. Boston: Massachusetts Advisory Council on Education, July 1968. 435pp. Publisher's price: $1.25; available from Public Document Division, Office of the Secretary of State, The State House, Boston.

ED 027 243. EDRS price: MF-$0.65; HC-$16.45.

The one-year study on teacher certification which led to recommendations to the Massachusetts legislature (see above citation) is reported in this document. Sections include a timetable for action by the court, board of education, schools, universities, and professional associations; a methodology description; and data gathered from a variety of sources.

ON WHAT KIND OF PERFORMANCE SHOULD TEACHER EDUCATION BE BASED?

Anthony, Bobbie, M. A New Approach to Merit Rating of Teachers. Chicago: Midwest Administration Center, University of Chicago, 1968, [Reprint of article in Administrator's Notebook 17; September 1968]. 4pp. Publisher's price: single copy, $0.25; discounts on quantity orders.

ED 027 627. EDRS price: MF-$0.65; HC-$3.29. [Page 3 missing].

The author states that classroom variables which not only influence pupil achievement but also are controllable by teachers must be determined for merit pay. He summarizes his study of 21 classrooms in which he found positive correlation between pupil achievement and variables such as teacher behavior and concrete objects.

Bradley, Ruth, and others. Measuring Teacher Competence: Research Backgrounds and Current Practice. Burlingame: California Teachers Association, 1967. 46pp. Publisher's price: $1.50.

ED 040 152. EDRS price: MF-$0.65; HC-$3.29.

To provide a common criterion for the evaluation of teaching, this booklet defines the idea of competence in terms of six areas. (A taxonomy of roles is appended) The process of developing a measurement instrument is outlined which provides enough flexibility to allow adaptation to local goals and philosophy.

Broudy, H. S. "Can We Define Good Teaching?" Teachers College Record, 70:583-92; April 1969.

Broudy scans blind alleys already traveled in the search for a definition of good teaching and offers an alternative path--distinguishing between didactic and encounter teaching and teachers. The former, computer-oriented, is easily defined; the latter, encouraging critical, creative learning and the like, is impossible to define.

Campbell, James Reed, and Barnes, Cyrus W. "Interaction Analysis--A Breakthrough?" Phi Delta Kappan 50:587-90; June 1969.

Reviewing 12 studies on interaction analysis, the authors find that micro-elements involved in indirect/direct ratios affect pupil achievement and attitude development in grades K-9 (See Rosenshine for rebuttal). Much of the article is devoted to discussion and praise of Flanders' system of interaction analysis.

Cooper, James G., and Bemis, Katherine. "Teacher Personality, Teacher Behavior, and Their Effects upon Pupil Achievement." Final Report. Albuquerque: College of Education, University of New Mexico, April 1967. 156pp.

ED 012 707. EDRS price: MF-$0.65; HC-$6.58.

In this study sixty teachers were given the Edwards Personal Preference Schedule and were observed in classrooms with the Teacher Observation Personality Schedule. Pupil achievement was measured as adjusted gain scores on achievement tests. Canonical analysis showed relationships which are discussed among the three sets of data.

Fattu, N. A. "Research on Teacher Evaluation." National Elementary Principal 43:19-27; November 1963.

Research on teacher characteristics and on methods of assessing teacher behavior is reviewed, and the problem of determining the meaning of "effectiveness" discussed. A 27-item bibliography is provided.

Hanushek, Eric. "The Production of Education, Teacher Quality, and Efficiency," Do Teachers Make a Difference? A Report on Recent Research on Pupil Achievement. Washington, D.C.: Government Printing Office, 1970. pp79-99. Publisher's Price: $0.75, order number HE 5.258:58042.

ED 037 396. EDRS price: MF-$0.65; HC-$3.29.

Teacher role in education and school efficiency in hiring were investigated in two large samples (713 schools; 2445 pupils) with a conceptual model of the educational process. Educational output was measured only with achievement tests. Among findings were that verbal ability, recency of education, and socioeconomic class experience are the best measures of teacher quality.

Henderson, Judith E., and Ward, Ted W. "Teaching in the Inner City." Prepared for American Educational Research Association annual meeting, New York, February 1967, 77pp.

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A study is reported which attempted to describe the instructional behavior of elementary teachers (N=14) who have shown particular aptitude with the culturally deprived child and to identify behaviors peculiar to competent elementary teaching in the culturally deprived environments. Procedures, methodological rationale, findings, and discussions of implications are included.

Hoyt, Donald P. "Identifying Effective Teaching Behaviors." Final Report. Manhattan: Kansas State University, December 1969. 136pp.

ED 039 197. EDRS price: MF-$0.65; HC-$6.58.

Tabulated and discussed in this report are the results of an investigation into the relationship between teacher behavior and student progress. Students in 708 undergraduate classes rated their progress toward defined objectives and their teachers' behavior. At least 16 teacher behaviors correlated positively with student progress, varying with class size and objectives.

Johnson, Charles E., and Shearron, Gilbert F. Selected Teacher Performance Specifications Generally Applicable to Teacher Education Curricula.. GEM Bulletin 69-1. Athens: College of Education, University of Georgia, 1969. 45pp.

ED 040 924. EDRS price: MF-$0.65; HC-$3.29.

Rationale and procedures for the development of specifications based on actual teaching behavior are described. Classification of the specifications is based on the Taxonomy of Educational Objectives. Each of the 224 desired behaviors is classified according to the highest level of cognitive and affective development necessary for optimum performance.

Mangules, Morton, and Keith, Virginia M. "A Study of Supervisors' Ratings of Most Effective and Least Effective Industrial Arts Teachers on Three Competency Dimensions." Journal of Experimental Education 37:37-44; Summer 1969.

The study investigated the degree to which 52 industrial arts supervisors considered interpersonal relations, teaching techniques, and technical proficiency when each rated his best and worst teacher (N=104). The ratings and teaching dimensions correlated positively, and the latter were found to differentiate (unequally) between effective and ineffective teachers. Implications are noted.

Metzner, Seymour. "The Teacher as Viewed by His Principal." Changing Education 4:25; Winter 1969-70.

Citations from research show that principals rate teachers high who have harmonious relationships with colleagues, are good classroom managers, are sensitive to pupil needs, and hold educational beliefs similar to their principals'. The author warns that principal evaluations may induce unnatural conformity in teacher behavior and tend to rate teachers without reference to pupil change.

Morsh, Joseph E., and Wilder, Eleanor W. Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952. Chanute Air Force Base, Ill.: Air Force Personnel and Training Research Center, 1954. 159pp.

This research review contains summary and synthesis of 360 selected references in the categories of criteria for instructor effectiveness and of predictors (traits and qualities assumed to be related to instructor effectiveness). A 392-item bibliography is appended.

Musella, Donald. "Improving Teacher Evaluation." Journal of Teacher Education, 21:15-21; Spring 1970.

The author reviews the limitations of relying on pupil growth, teacher characteristics, or classroom interactions as indicators of teacher effectiveness. He chooses rather to focus on teacher self-improvement through video tape; evaluation criteria would be decided upon by the individual rater and ratee.

Nash, Robert J. "Commitment to Competency: The New Fetishism in Teacher Education." Phi Delta Kappan, 52:240-43; December 1970.

The author argues that teacher educators are offering training only in performance skills at a time when students are demanding training that challenges social and educational values and that places "micro-level" behavior modification in personal and social contexts. He includes questions which educators should ask themselves about fetishism in their programs.

Ornstein, Allan C. Teacher Behavior Research: Approaches, Limitations, and Recommendations. Based on chapters I, V, and VIII of "Selected Teacher Behavior Attributes Rated as Desirable by Ninth-Grade Disadvantaged Students and Ninth-Grade Teachers of the Disadvantaged." Doctor's Thesis. (Unpublished) New York University, 1970. 56pp.

ED 046 862. EDRS price: MF-$0.65; HC-Not available.

This paper examines existing research on teacher behavior, identifies its limitations, and makes 33 recommendations for future research. Ornstein notes the lack of agreement on the categorization and measurement of teacher behavior, but points out the substantial agreement on students being the most worthwhile and reliable raters. A 222-item bibliography is included.

Perry, Richard R. "Evaluation of Teaching Behavior Seeks To Measure Effectiveness." College and University Business 47:18-22; October 1969.

This research compressed 13,643 effective teaching behaviors identified by college students, alumni, and faculty into 60 behaviors. The behaviors were ranked by another group, yielding for each one a value factor to be used in computing effectiveness scores for teachers. The behaviors and rankings are listed.

Rosenshine, Barak, and Furst, Norma. "Current and Future Research on Teacher Performance Criteria" [draft]. Philadelphia: Department of Educational Psychology, Temple University, [1970]. 44pp.

The first section of this report examines the sources of performance criteria available to the teacher educator. The second reviews research from one of the sources-- "process-product" studies (i.e., research on teacher behavior and student achievement). The third section offers suggestions for future research, particularly "process-product" and experimental classroom studies which occur in natural settings.

Rosenshine, Barak. "Enthusiastic Teaching: A Research Review." School Review 78:499-514; August 1970.

This review of correlational and experimental research studies assesses the relationship between teacher enthusiasm and pupil achievement. The studies are divided into two groups--those using high-inference measures and those using low-inference; positive relationships were found in both groups.

Rosenshine, Barak. "Interaction Analysis: A Tardy Comment." Phi Delta Kappan 51:445-46; April 1970.

Rosenshine rebuts the conclusions Campbell and Barnes (See above) made when they reviewed 12 studies which correlate teacher behavior and pupil achievement. Noting that the studies offer no clear data on which to base teacher education programs, he points out the following flaws: inappropriate statistical analysis, limited validity and "generalizability," data omission, and misinterpretation.

Rosenshine, Barak. "Objectively Measured Behavioral Predictors of Effectiveness in Explaining." Paper presented at American Educational Research Association annual meeting, Chicago, 1968. 15pp.

This study determined which behaviors discriminate between successful and unsuccessful explanations of social studies material. Teachers (N=40) taught their own students two 15-minute lessons; effectiveness was measured by pupils' adjusted mean scores on a comprehension test. Of the 72 variables derived from research, three discriminated between explanations across hypothesis, validation, and cross-validation groups.

Rosenshine, Barak. "The Stability of Teacher Effects upon Student Achievement." Review of Educational Research 40:647-62; December 1970.

This article analyzes the procedures and results of nine research studies which focused on the question of whether a teacher who is effective once is equally effective a second time. Effectiveness refers to "residual class mean achievement scores in which a measure of prior achievement or student aptitude is used to adjust post-test scores by regression."

Rosenshine, Barak. "Teaching Behaviors Related to Pupil Achievement." Classroom Interaction Newsletter 5:4-17; 1969.

Rosenshine reviews over twenty studies which have attempted to relate systematically-observed teaching behavior to adjusted measures of pupil achievement. The review is categorized into affective and cognitive behavior studies, most of which occurred in natural settings. Rosenshine ends with comments on behavior patterns and on the tentativeness of his conclusions.

Rosenshine, Barak. "To Explain: A Review of Research." Educational Leadership 26:303-09; December 1968.

Rosenshine reviews eight studies of teacher effectiveness in explaining. The studies, all similar in design, are reviewed in terms of teacher consistency accross two lessons, correlation between teacher effectiveness and ratings by pupils and supervisors, and behaviors exhibited most frequently by high - and low - achieving teachers.

Rubinowitz, Arthurea B. "Teacher Evaluation," Educational Strategy and Practice, CEEC Journal III [1969], pp. 10-12, 22-23.

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Believing that standards for teacher evaluation should delineate the characteristics of a good teacher, the author reasons through several qualitative attributes. She cautions, however, that good teaching cannot be evaluated with a descriptive list and that we should judge the result of teaching in terms of the self-actualization and fulfillment of pupils' lives.

Schalock, H. Del. "The Focus of Performance-Based Certification: Knowledge, Teaching Behavior, or the Products that Derive from a Teacher's Behavior." Paper prepared for Conference on Performance-Based Certification, Florida State Department of Education, Miami Beach, May 19-22, 1970. 10pp.

ED 045 550. EDRS price: MF-$0.65; HC-$3.29.

Schalock sees as the central question in performance-based certification whether performance beyond the knowledge level should be measured by teacher behavior, the product of teacher behavior, or both. He summarizes arguments for each position, as well as issues that need resolving if either is to become the basis for certification.

Shearron, Gilbert F., and Johnson, Charles E., compilers. Specification Worksheets for Language Arts Behaviors. GEM Bulletin 69-19. Athens: College of Education, University of Georgia, 1969. 75pp.

ED 040 936. EDRS price: MF-$0.65; HC-$3.29.

Twelve basic objectives for the elementary school language listening program, eleven for the oral language program (speech), eleven for the reading program, and ten for the composition program are listed. Under each of the 44 objectives are listed several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program.

Shearron, Gilbert F., and Johnson, Charles E., compilers. Specification Worksheets for Behaviors Drawn from Educational Principles. GEM Bulletin 69-21. Athens: College of Education, 1969. 66pp.

ED 040 934. EDRS price: MF-$0.65; HC-$3.29.

Eighteen principles of instruction, thirteen principles of learning, five principles of organization, and four objectives for instruction in the media center are listed. Under each of the above forty are listed the teacher's objective, several teaching behaviors, teacher job description, and several suggested specifications for a teacher education program.

Shearron, Gilbert F., and Johnson, Charles E., compilers. Specification Worksheets for Behaviors in the Arts and Sciences. GEM Bulletin 69-20. Athens: College of Education, University of Georgia, 1969. 80pp.

ED 040 935. EDRS price: MF-$0.65; HC-$3.29.

Nine objectives for the elementary school natural science program, thirteen for the mathematics program, eleven for the social studies program, eight for the art program, and eleven for the music program are listed. Under each of the 52 objectives are listed several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program.

Shearron, Gilbert F., and Johnson, Charles E., compilers. Specification Worksheets for Cognitive Processes and Affective Behaviors. GEM Bulletin 69-22. Athens: College of Education, University of Georgia, 1969. 41pp.

ED 040 933. EDRS price: MF-$0.65; HC-$3.29.

These worksheets contain 23 objectives of the elementary school instructional program--12 in cognitive processes and 11 in affective learnings. Listed under each objective are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. Procedures used to obtain the specifications are briefly described.

Wright, Clifford J., and Nuthall, Graham. "Relationships Between Teacher Behaviors and Pupil Achievement in Three Experimental Elementary Science Lessons." American Educational Research Journal 7:477-91; November 1970.

The authors report on the relationship between pupils' (N=296) short-range knowledge gain after three 10-minute science lessons and teachers' (N=17) behaviors recorded on tape during the lessons. Analysis favored teachers who ask direct questions, summarize at the end rather than the beginning of lessons, involve more pupils by redirecting questions, and praise responses.

Young, James. "Confusion Is Certification by Performance," New York State Education 57:20-23; February 1970.

Young poses and answers questions about performance-based certification. He develops the points that certification is only part of professional governance and that the variety of variables affecting pupil learning should not be underestimated. Concerning the latter, he favors, with Fall, viewing competence through a prism of doing, being, and knowing.

HOW CAN TEACHER PERFORMANCE BE IMPROVED?

Amidon, Edmund. "Interaction Analysis and Microteaching Skill Development in Teaching." Paper presented at the American Psychological Association meeting, Washington, D.C., 1969. 26pp.

ED 036 469. EDRS price: MF-$0.65; HC-$3.29.

This paper presents a training model skit for use in improvement programs for in-service teachers. The model requires that the teacher understand interaction analysis and that a skilled supervisor be present. The author notes that the training model may be adapted for classroom use.

Arends, Robert L., and others. Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. Syracuse: Center for the Study of Teaching, January 1971. 80pp. Publisher's price: $3.

Believing that instructional modules are the keystone of performance-based teacher education programs, the authors offer guidance in developing and writing modules. Skills covered are specifying objectives; developing hierarchies of modules; and designing, writing, and cataloguing modules. Sample modular clusters and modules comprise half of the handbook. A glossary and 13-item bibliography are included.

Baush, Jerold P. PM Evaluation Guidelines. GEM Bulletin 69-13. Athens: College of Education, University of Georgia, 1969. 9pp.

ED 040 921. EDRS price: MF-$0.65; HC-$3.29.

Guidelines for the evaluation of candidate performance are presented, including an outline of the three steps in the evaluation procedure: proficiency module (PM) entry appraisal (pretest), self-evaluation and the recording of activities, and PM exit appraisal (post-test). Six basic suggestions for the individual or group developing the PM are listed.

Borg, Walter R., and others. The Minicourse. A Microteaching Approach to Teacher Education. Beverly Hills, Calif: Macmillan Educational Services, 1970. 256pp. Publisher's price: $5.97.

Not available from EDRS.

This paperback book reports progress to date (1970) in the development of minicourses--short, self-instructional courses designed to train teachers in specific classroom skills. The report emphasizes the significant contribution of minicourses to teacher education and describes how research and development through minicourses function in education.

Borg, Walter R. The Minicourse as a Vehicle for Changing Teacher Behavior: the Research Evidence. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1969. 14pp.

ED 029 809. EDRS price: MF-$0.65; HC-$3.29.

Reported is a field test of Minicourse One, in which 48 teachers were videotaped during 20-minute pre-and post-minicourse lessons. Analysis showed, in part, significant gains in 10 of 12 behaviors, increase in teachers' use of higher cognitive questions and in students' length of response, and no difference in learning between sexes.

Borg, Walter R. "The Minicourse Instructional Model." Paper presented at American Educational Research Association annual meeting, Minneapolis, March 1970. 6pp.

ED 037 388. EDRS price: MF-$0.65; HC-$3.29.

This paper notes the development, field testing, and advantages of minicourses. Seventeen minicourses in various stages of development or completion are listed with their course goals.

Codwell, John E. "A Demonstration of the Effect of an Adaptation of Microteaching on the Instructional Behavior of Rural School Teachers." Final Report. Atlanta, Ga.,: Southern Association of Colleges and Schools, October 1969. 80pp.

ED 034 620. EDRS price: MF-$0.65; HC-$3.29.

Microteaching in the classroom had a significant effect on the instructional behavior of 51 teachers in rural schools in Tennessee, Georgia, and Florida. This study found that the variables of sex, level of teaching, and years of experience did not influence improvement.

Gall, Meredith, and others. "Minicourse Five: Tutoring in Mathematics." Paper presented at the American Educational Research Association annual meeting, Minneapolis, March 1970. 19pp.

ED 037 387. EDRS price: MF-$0.65; HC-$3.29.

Reported is the field testing of Minicourse Five among 49 teachers who showed major gains in demonstration techniques, diagnostic questioning, and verbal praise. The minicourse is currently undergoing more field testing.

Gall, Meredith, and others. "The Relationship Between Personality and Teaching Behavior Before and After In-service Microteaching Training." Berkeley, Calif.: Far West Laboratory for Educational Research and Development, March 1969. 12pp.

ED 031 448. EDRS price: MF-$0.65; HC-$3.29.

The authors report on field testing of Minicourse One, "Effective Questioning in a Classroom Discussion," among elementary school teachers. Results indicate that the minicourse may reduce individual differences in teaching style among males, partially cancelling out the influence of personality. Female behavior changes were not related to personality.

Kelley, Marjorie L. "Teacher Behaviors That Improve the Pupils' Use of Language." Paper presented at the American Educational Research Association annual meeting, Minneapolis, March 1970. 17pp.

ED 037 394. EDRS price: MF-$0.65; HC-$3.29.

The design and field testing of Minicourse Two, expected on the market by mid-1970, is reported. Designed to equip teachers to meet the needs of pupils with minimal language experience, the course was field-tested with kindergarten teachers and pupils from black, migrant white, and Mexican-American communities.

Langer, Philip. "The Range of Teaching Skills That Can Be Changed by the Minicourse Model." Paper presented at the American Psychological Association annual meeting, Washington, D. C. 1969. 30pp.

ED 032 293. EDRS price: MF-$0.65; HC-$3.29.

This report describes five minicourses and (1,2,3,5,8) their field testing in schools. All the minicourses, each dealing with a specific skill such as questioning in a high school class discussion or tutoring elementary school mathematics, successfully provided teachers with ways of approaching problem situations.

Langer, Philip, and Allen, G. Edward. "The Minicourse as a Tool for Training Teachers in Interaction Analysis." Paper presented at the American Educational Research Association annual meeting, Minneapolis, March 1970. 27pp.

ED 037 393. EDRS price: MF-$0.65; HC-$3.29.

This paper describes the design and field-testing of Minicourse Four, which trains teachers to categorize their own classroom behavior and to improve it, to move towards indirect teaching, and to learn the fundamentals of matrix analysis. Field-testing with 24 teachers indicate that revision is needed. Minicourse materials include a handbook, video tape materials, and model clips.

McKnight, Philip C., and Baral, David P., compilers. Microteaching and the Technical Skills of Teaching: A Bibliography of Research and Development at Stanford University, 1963-1969. Research and Development Memorandum No. 48. Stanford: School of Education, Stanford University, June 1969. 9pp.

ED 030 621. EDRS price: MF-$0.65; HC-$3.29.

Included in this 66-item bibliography are published and mimeographed materials, doctoral dissertations, and three films developed at Stanford from 1963 through May 1969. The technical teaching skills covered include particular teacher behaviors (e.g., reinforcement, probing), more general skills (e.g., explaining), and specific foreign language and social studies teaching skills.

Ober, R. L., and others. Systematic Observation of Teaching: and Interaction Analysis Approach. Englewood Cliffs, N.J. Prentice Hall, 1971, [in press].

A how-to-do-it book which presents a system for teacher self-improvement through increased awareness of, and control over, the teacher's own behavior. Included are complete instructions for using two interaction analysis systems devised by the authors, although the basic procedure is applicable to any such system.

Pereira, Peter, and Guelcher, William. The Skills of Teaching: A Dynamic Approach. TEC Occasional Paper No. 2. Chicago: Graduate School of Education, Teacher Education Center, University of Chicago, June 1970. 27pp.

SP 004 725. EDRS price: MF-$0.65; HC-$3.29.

The authors discuss the weaknesses of the standard approach to microteaching and offer a "dynamic skills approach" which has been used at the University of Chicago. In this approach a skill is developed in a context, with a purpose, and in view of what has preceded it and what may follow it.

Sandefur, J. T., and Bressler, Alex A. Classroom Observation Systems in Preparing School Personnel: Washington, D. C.: ERIC Clearinghouse on Teacher Education, March 1970. 32pp.

ED 036 483. EDRS price: MF-$0.65; HC-$3.29.

This state-of-the-art paper describes the more important classroom observation systems grouped into affective, cognitive, and multidimensional categories. It concludes that the systems (affective being the most widely used) have contributed to a greater emphasis on laboratory experience and "humanizing" teaching. A 32-item bibliography is appended.

Sandefur, J. T., and others. An Experimental Study of Professional Education for Secondary Teachers. Final Report. Emporia: Kansas State Teachers College, July 1967. 150pp.

ED 022 724. EDRS price: MF-$0.65; HC-$6.58.

A project is reported in which the teaching behavior of secondary education students (N=52) in a conventional program was compared with that of those students (N=62) in an experimental program coordinating laboratory experiences with selected readings and seminars. Results imply that traditional programs are less likely to produce desirable teacher behavior.

Shibata, Kenneth E. "Modifying Teacher Behavior." Pilot Project. Milford, Neb.: Educational Service Unit No. 6, 1968. 9pp.

Local collection of the ERIC Clearinghouse.

A pilot project is reported in which teachers (N=96) who viewed their own teaching on video tape evidenced change in classroom behavior. Efforts to produce change by assisting them to understand cognitive and affective categories and to use Roberson's Self-Appraisal Instrument were less successful.

Twelker, Paul A. "Classroom Simulation and Teacher Preparation." School Review, 75:197-204; Summer 1967.

The author describes the techniques of simulation, enumerates several reasons behind its development, summarizes the skills that simulation develops in prospective teachers, and capsules research data on simulation variables.

Waimon, Morton D. "The Study of Teaching Behavior by Prospective Teachers." Working paper for the Teacher Education Conference, Rochester, N.Y., January 1966.

Local collection of the ERIC Clearinghouse.

The course described trains prospective teachers to classify teacher statements, judge their effectiveness, and formulate prescriptive principles for evaluating and controlling teacher effectiveness. The rationale for the course is that a conceptual system allows prospective teachers to learn more in less time from laboratory experiences. The classification system is included.

Woolman, Lorraine. The Effect of Video-Taped Single Concept Demonstrations in an In-service Program for Improving Instruction. Houston, Texas: College of Education, Bureau of Education Research and Services, University of Houston, 1969. 68pp. Publisher's price: $2.50.

ED 032 771. EDRS price: MF-$0.65; HC-$3.29.

This study investigates the effectiveness of microteaching in changing the practices and viewpoints of different types of teachers and points out the advantages of microteaching. The study found that, although young teachers learned faster, older teachers adapted their learning more effectively to the classroom.

Yevish, Irving A. "The Observation Fallacy," Educational Forum, 32:171-75; January 1968.

Yevish discounts the value of classroom observation as a useful supervisory technique. He discusses several reasons for his criticism of observation as practiced by principals and supervisors and he maintains that evaluation of student learning is the only legitimate path to the evaluation of teaching.

Young, David B. "The Analysis and Modification of Teaching Behavior Using Interaction Analysis, Microteaching and Video-Tape Feedback." Report to the National Association of Secondary School Principals annual meeting, Atlantic City, N.J. February 10-14, 1968. 12pp.

Local collection of the ERIC Clearinghouse.

This paper focuses on the problems of principals as supervisors of instruction in determining valid criteria for analyzing teaching performance and in effecting change in a teacher's behavior. Uses of observation techniques are described, and microteaching and videotaping are discussed as means of evaluating, providing modelling protocols, and developing and refining teaching skills.

Young, David B. "Teacher Education Centers Make a Difference." Paper presented at American Educational Research Association annual meeting, Minneapolis, March 1970. 14pp.

ED 044 356. EDRS price: MF-$0.65; HC-$3.29.

Young reports the success of the Teacher Education Center cooperatively developed and administered by the University of Maryland and local schools. Comparative data on center and non-center student teachers favor the former in teaching techniques and attitudes. The center offers frequent supervisory conferences and experience with selected media, team teaching, and programed learning.

Young, Dorothy A., and Young, David B. "The Effectiveness of Individually Prescribed Microteaching Training Modules on an Intern's Subsequent Classroom Performance." Paper presented at American Educational Research Association annual meeting, Los Angeles, February 1969. 23pp.

ED 030 586. EDRS price: MF-$0.65; HC-$3.29.

The authors report on studies underway at Johns Hopkins University and the University of Maryland Teacher Education Center on the effectiveness of microteaching training modules. Preliminary findings support the hypothesis that interns who experience microteaching (N=10) acquire more selected teaching behaviors and alternative teaching patterns than those who do not (N=22).

HOW CAN TEACHER PERFORMANCE BE ASSESSED?

Anderson, C. C., and Hunka, S. M. "Teacher Evaluation: Some Problems and a Proposal." Harvard Educational Review 33:74-95; Winter 1963.

This article reviews research and represents an attempt to apply the psychology of learning and the techniques of multivariate statistical analysis to the problems of teacher evaluation. Experimental designs and procedures are suggested which provide a method of investigating a large source of variation--the evaluators themselves. A 124-item bibliography is included.

Baird, Hugh. "Evaluating Teacher Episodes." Provo, Utah: Brigham Young University (n.d.) 6pp.

ED 028 152. EDRS price: MF-$0.65; HC-$3.29.

Items on the "Concept Teaching Evaluation Form" are described, as well as its effective use at Brigham Young University by teams evaluating microteaching performance to promote teacher self-evaluation. Check-list items are learning sequence; contact with referent; involvement of learners; manner of presentation and classroom bearing; and evaluation of pupil learning, concept, and cognitive level.

Baral, David P., and others. A Taxonomy of Teaching Behaviors: Progress Report and Listing and Preliminary Classification of the Item Pool. Research and Development Memorandum No. 36. Stanford: School of Education, Stanford University, Stanford Center for Research and Development in Teaching, September 1968. 54pp.

SP 004 716. EDRS price: MF-$0.65; HC-$3.29.

This report summarizes the work done from 1966-68 on a comprehensive observation system which encompasses the objectives of all existing instruments and provides a coordinated vocabulary. Discussed are rationale, history of development, current status, and refinement. The item pool (1137 statements), a summary showing gaps in distribution, and a 26-item bibliography are appended.

Bolton, Dale L. Teacher Evaluation. PREP [Putting Research into Educational Practice] Kit No. 21. Washington, D. C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1971. 57pp.

ED 044 546. EDRS price: MF-$0.65; HC-$3.29.

The packets in this folder summarize in simple language information on the preparation for, and purposes and problems of, teacher evaluation; criteria development; teacher observation; measurement instruments; post-observation conferences; and assessment of the evaluation process. A 73-item bibliography and 10-item bibliography of ERIC documents are included. The packets are reproducible.

Burkhart, Robert C., editor. The Assessment Revolution: New Viewpoints for Teacher Evaluation. Proceedings of the New York State Symposium on Evaluation in Education. Albany: New York State Education Department, Division of Teacher Education and Certification. Buffalo: State University of New York, Buffalo College, 1969. 343pp.

ED 036 485. EDRS price: MF-$0.65; HC-$13.16.

The speeches and discussions collected in this volume focus on performance-based teacher evaluation, teacher certification, and program evaluation. Included in these responses to the state's call for a new approach to teacher education and certification are a model for performance evaluation certification, a comparative analysis of observation techniques, and an extensive bibliography.

California Teachers Association. Negotiating Professional Standards. Burlingame: the Association, October 1970. 18pp. Publisher's price: $0.30.

ED 045 565. EDRS price: MF-$0.65; HC-$3.29.

This booklet suggests topics to be included in negotiating professional standards in teacher contracts. Evaluation is only briefly mentioned, with the warning that self-evaluation processes shall not be used to make decisions about teacher retention.

Justiz, Thomas B. "A Reliable Measure of Teacher Effectiveness." Educational Leadership 3:49-55; October 1969.

The author reports on the design and testing of a valid, reliable instrument which measures general teaching ability in terms of pupil achievement (mean post-test scores). The instrument, which also identifies other predictors of teacher effectiveness, consists of pupil tests and teacher kits. Procedures influencing reliability and validity are detailed throughout the article.

Kinney, Lucien B. "Developing Instruments To Direct Appraisal of Teacher Effectiveness." (n.d.) 11pp.

Local collection of the ERIC Clearinghouse.

Criteria are presented for developing discriminating, valid, and economical rating scales to evaluate teacher performance. California projects are reported which demonstrated that local staff at any institution or school system can develop effective instruments based on these criteria: definition of the function to be measured, adjustment to local philosophy, and standards of effective measurement.

Medley, Donald M., and Mitzel, Harold E. "Measuring Classroom Behavior by Systematic Observation." Handbook of Research on Teaching, edited by N. L. Gage. Chicago: Rand McNally, 1963. pp. 247-328.

The authors critically review past efforts at classroom observation and call attention to "more powerful modern statistical methods" which could have been employed. The review, with excerpts from many instruments, evaluates measures of teacher behavior, classroom climate, and multiple classroom dimensions. Rules for planning and quantifying instruments constitute the latter half of the chapter.

Mitzel, Harold E., and Gross, Cecily P. "The Development of Pupil-Growth Criteria in Studies of Teacher Effectiveness." Educational Research Bulletin 37:175-87, 205-15; October and November, 1958.

In a review of research studies using pupil-growth criteria from 1921-51, the authors analyze the logic and methods by which growth criteria were developed (raw gain, achievement quotient, and regression methods). They go on to examine problems in conceptualizing teacher effectiveness, controlling experimental conditions, and choosing appropriate methods of analysis.

Openshaw, M. Karl, and others. "Development of a Taxonomy for the Classification of Teacher Classroom Behavior," Handbook of Research on Teaching, edited by N.L. Gage. Columbus: The Ohio State University, Research Foundation, 1966. 223pp.

ED 010 167. EDRS price: MF-$0.65; HC-$9.87.

Reported are the development, testing, and validation of a taxonomy categorized along four dimensions--source, direction, sign, and function. Following initial testing in thirty classroom observations, the taxonomy was modified and validated in filmed and live observations. Pilot and validation study instruments, coding instructions, and observation forms are appended.

Payne, David A. Estimating Costs for Development of Candidate Performance Evaluation Procedures. GEM Bulletin 69-7. Athens: College of Education, University of Georgia, 1969. 14pp.

ED 040 929. EDRS price: MF-$0.65; HC-$3.29.

Cost unit tables are presented with instructions for their use in estimating the total cost of evaluating a given instructional objective or group of objectives. Included is a list of analytical procedures to be followed in the development of any device to evaluate student performance. A 25-item bibliography is included.

Popham, W. James. "Development of a Performance Test of Teaching Proficiency." Los Angeles: University of California, August 1967. 172pp.

ED 013 242. EDRS price: MF-$0.65; HC-$9.87.

An instructional unit and tests for evaluating teachers by pupil growth were developed and field tested. Experienced and inexperienced teachers (N=38) were given instructional objectives but were not restricted in teaching style. Insignificant differences between pupil growth produced by experienced and inexperienced teachers were attributed partly to all teachers' inexperience with teaching to objectives. Unit and tests are appended.

Queer, Glenn. "An Analysis of Teacher Rating Scales: A National Survey." Pittsburgh: Pittsburgh Public Schools, Office of Research, June 1969. 12pp.

ED 030 968. EDRS price: MF-$0.65; HC-$0.3.29.

Reported in this paper are the teacher rating practices of 53 large school districts. A brief summary and frequency count of responses is given for each of the following categories (and their subcategories): purposes of rating scale, type of scale, person(s) rating, teachers rated, frequency of rating, and content of rating.

Quirk, Thomas J., and others. "Comparison of Teacher Behavior at Different Grade Levels Within Project PLAN: A Program of Individualized Education." Paper given at American Educational Research Association annual meeting, Minneapolis, March 1970. 19pp.

ED 039 185. EDRS price: MF-$0.65; HC-$3.29.

Included are descriptions of the Teacher Observation Scale (TOS); a 17-category system developed to record teacher verbal behavior in classes using programs of individualized instruction; the training of 8 observers to use TOS; and its use in a study of 1-hour classroom behavior samples of 98 PLAN and non-PLAN teachers.

Remmers, H. H. "Rating Methods in Research on Teaching," Handbook of Research on Teaching, edited by N.L. Gage. Chicago: Rand McNally. , 1963. pp. 329-78.

This chapter reviews the genera and species of rating scales and their properties. Attention is given to the methodologies and theories of the following: numerical, graphic, standard, cumulated points, and forced-choice scales; and sociometric techniques, semantic differential, and Q-technique and self-anchoring ratings. A research review of practical matters, as, for example, merit rating, concludes the chapter.

Roberson, E. Wayne. Teacher Self-Appraisal Source Book. Tucson: Educational Innovators Press, 1970. 69pp. Publisher's price: $4.95.

ED 041 864. EDRS price: MF-$0.65; HC-$3.29.

The Teacher Self-Appraisal Observation System (TSA) is presented, along with definitions and complete instructions for its use. The four-phase process involves planning, video-taping classroom performance, coding, and analysis. The 32-category system for planning and coding includes affective and cognitive objectives, closed and open teaching methods, and verbal and nonverbal expressions.

Rosenshine, Barak. "Some Criteria for Evaluating Category Systems: An Application to the Topic Classification System". Classroom Observation. AERA Monograph Series on Curriculum Evaluation, No. 6. Chicago: Rand McNally. pp. 109-31. Publisher's price for the book: hardback, $4.50.

This critique of James Gallagher's Topic Classification System, a tool for categorizing cognitive classroom interaction, suggests revisions of the system and more complete analysis of the data obtained with it, but recommends its use in future investigations because of its organization and "unique elements."

Ryans, David G. Characteristics of Teachers: Their Description, Comparison, and Appraisal; A Research Study. Washington, D.C.: American Council on Education, 1960. 416pp. Publisher's price: $7.50.

This is a complete report of a nine-year investigation to identify major patterns of teacher behavior, attitudes, viewpoints, and intellectual and emotional qualities. The study also developed instruments suitable for the estimation of patterns of classroom behavior and personal qualities.

Simon, Anita, and Boyer, Gil E., editors. "Mirrors for Behavior: An Anthology of Classroom Observation Instruments" [entire issue], Classroom Interaction Newsletter 3:1-233; January 1968. Publisher's price: $6; available from Anita Simon, Research for Better Schools, Philadelphia.

ED 029 833. Not available from EDRS.

Twenty-six cognitive and affective classroom observation instruments are abstracted in this anthology; data collection methods, purposes and implications, observer reliability procedures, and categories' used in coding behavior are described for each one. A 369-item bibliography is included.

Simon, Anita, and Boyer, Gil E., editors. Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools, 1969. Over 3300pp. Available from selected university libraries and R&D centers through interlibrary loans.

ED 031 613. Not available from EDRS.

This anthology of 79 classroom observation systems includes descriptions and rationales written by authors of the systems and, when available, research study findings, user's manuals, and other supplementary material. Type of communication measured and learning setting vary widely among instruments.

Stemnock, Suzanne, K. Evaluating Teaching Performance. ERS Circular No. 3. Washington, D.C.: National Education Association, Educational Research Service, 1969. 64pp. Publisher's price: single copy, $1.50; discounts on quantity orders.

ED 033 448. EDRS price: MF-$0.65; HC-Not available.

This circular provides information on techniques currently (January 1969) being used to evaluate teaching performance. Responses to a questionnaire by 213 school systems are tabulated and coded by enrollment size. Frequency of evaluation, evaluator, evaluation form and procedure, and appeal procedure are covered. Eleven representative forms are appended.

ATTITUDE OF THE PROFESSIONAL ORGANIZATIONS

TOWARDS PERFORMANCE ASSESSMENT

Bhaerman, Robert D. Which Way for Teacher Certification? AFT QuEST, Paper No. 2. Washington, D.C.: American Federation of Teachers, 1969 [Reprint of article in American Teacher, February 1969]. 13pp. Publisher's price: $0.20.

ED 032 269. EDRS Price: MF-$0.65; HC-$3.29.

Bhaerman presents an alternative approach to certification for the consideration of AFT. He comments on general and specialized preparation, temporary certification, certification renewal, alternatives to course counting, and the AFT role; he proposes that probationary certification last three years, with local schools encouraging teachers to continue their education.

California Teachers Association, Department of Research. California Teachers' Reaction to Certification and Preservice Courses. Supplementary Research Report No. 58. Burlingame: the Department, August 1966. 36pp.

ED 024 632. EDRS price: MF-$0.65; HC-$3.29.

Responses from 2,061 teachers, tabulated in this report, indicate that they generally favor the status quo in certification (except for junior college teachers), courses in teaching majors, and methods courses. The attitudes of elementary teachers were distinct from those of secondary and junior college teachers.

Cantor, Arnold. "Autonomy Is the Cure for Certification Woes," New York State Education 57:20-21; February 1970.

While applauding the "friendly" posture of the state department of education, Cantor cautions teachers about dangers in the certification by performance plan. Among the dangers he sees are lack of professional autonomy, lack of a reliable evaluation instrument, and shortcuts in teacher preparation.

Evaluation of Teaching Competence", NEA Research Bulletin 47: 67-75; October 1969. Publisher's price: single copy, $0.60; discounts on quantity orders.

The three articles in this section on teacher evaluation cover a) a survey of 213 school systems on evaluation practices (See Stemnock citation), b) a survey of teachers on who should evaluate whom and why, and c) teacher evaluation clauses in professional negotiation agreements on file with NEA (examples included).

Florida Educational Research and Development Council. "Standards and Procedures Used for Evaluating Classroom Instruction of Annual Contract Teachers.' FERDC Research Bulletin 1:4-6; May 1965. Publisher's price: single copy of bulletin, $1; discount on quantity orders.

Local collection of the ERIC Clearinghouse.

This short summary of questionnaire responses indicates that teachers (N=712) and principals (N=545) perceive very differently the evaluation procedures and standards used by principals.

New Jersey Education Association. NJEA Speaks Out On. . .Teacher Evaluation. Policy statement adopted by the NJEA Delegate Assembly, November 5, 1970. Trenton: the Association, 1970. 5pp.

ED 045 600. EDRS price: MF-$0.65; HC-$3.29.

These guidelines, written for teacher associations and school boards developing evaluation procedures, stress that evaluation procedures should be acceptable to all concerned, with grievance channels open to teachers, and that career development and job-oriented evaluation should be handled separately. Evaluation criteria are included.

Selden, David. Evaluate Teachers? AFT QuEST Paper No. 4.
Washington, D. C.: American Federation of Teachers, 1969. 6pp.
Publisher's Price: $0.20.

ED 032 271. EDRS price: MF-$0.65; HC-$3.29.

The author argues that teacher evaluation is not a valid means of improving education quality; doubling labor costs (to reduce class size and teaching hours) and raising entry standards are more valid. Evaluation during a probationary period should eliminate the need for later evaluation; even then, it should be done independently of the school district.

APPENDIX

AACTE PERFORMANCE-BASED TEACHER EDUCATION PROJECT COMMITTEE

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